**Tensing Up About Verbs**

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April 16, 2012

ELED 3151

Math

1. Doing word problems with different tenses.
   1. Adding
   2. Subtracting

Science

1. Using tenses to talk about life cycles.
2. Talk about the water cycle using tenses.

**Date of Lesson**: April 16, 2012

Social Studies

1. Talking about past and future inventions.
2. When talking about past and present war.

Reading

1. Talk about different types of literature.
2. Setting is a way to talk about tenses.

**Grade Level:** 3

**Subject:** Present Tense Verbs

**Number of Students:** 23

**Major Content:** Language Arts

**Unit Title:** Tensing up about Verbs

**Lesson Plan One**

**Lesson Goal:** Students will respect the use of present tense verbs in the everyday life.

**Objectives:**

1. Students will identify present tense verbs.

2. Students will write present tense verbs.

**Common Core Standards for Language Arts:**

Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.

**Language Arts Standards:**

**SPI 0301.1.2** Identify the correct use of verbs (i.e. present, past, and future tense) within

context.

􀀳 **0301.8.7** Read and review various literary genres (e.g., short stories, fairy tales, folktales,

poetry, plays, and nonfiction).

**Required Prior Knowledge/Skills:**

Students understand what a verb looks like in a sentence.

**Connection to Real Life:** Developing the skill to use the proper verb tense when they are talking to family and friends.

**Bloom’s Taxonomy -**

Analysis- when the students make their charts.

Applying- when the students are writing their cinquien poems with -ing verbs.

**Multiple Intelligences –**

Linguistic- when the students are writing their poems.

**Provisions for Individual Differences:**

* For my visually impaired student, I will have larger font for the words of the book and for my table.

**Materials:**

The book *Slide and Slurp, Scratch and Burp: More about Verbs* by Brian P. Clearly

23 sets of charts: Present, Past, and Future Tense Verbs

**Time:**

The lesson will begin at 11:35 a.m.

I anticipate that reading the book will take 10 minutes.

Talk about the book will take 3 minutes.

Filling out verb tense chart will take 10 minutes.

Writing and reading out loud poems will take another 15 minutes.

I am allowing 2 minutes for students to turn in papers and get ready if lunch.

I estimate that the lesson will span approximately 40 minutes.

**Set:**

*Attention Getter***:** The teacher will read the book *Slide and Slurp, Scratch and Burp: More about Verbs* by Brian P. Clearly while the students sit on carped area.

**Procedures:**

1. Teacher would tell the students that they would be talking about present tense verbs. She would say that past tense verbs are verbs that are happening now and usually end in -ing.

**First Step of the Tennessee Instructional Model**

1. Teacher will show on the board the words of the book *Slide and Slurp, Scratch and Burp: More about Verbs* with –ing words on them. The teacher will then show her students some of the present tense verbs in the song by highlighting them.

**Second Step of the Tennessee Instructional Model**

1. Teacher will handout Verb Tense chart to the students. The students will now be told how to fill out their chart over the next couple of days. The teacher will start filling out the present tense column in the chart and ask the students to help with the next couple.

**Thrid Step of the Tennessee Instructional Model**

1. After that the teacher will have the students finish the chart with the teacher’s help if needed.

**Fourth Step of the Tennessee Instructional Model**

1. Then the teacher will talk about how to form a cinquain poem and display a couple of examples to show that there are –ing verbs in them. The teacher will then have the students write their own cinquain poem about the season they are in at that time (spring).
2. After about 8 minutes the teacher will have the students from the class read their cinquain poems out loud to the class and tell us all what the –ing verbs are that they used.

**Closure (review)**:

Teacher will tell the students to turn in their chart and that their exit ticket for the day will be to either tell or show an –ing/present tense verb.

**Assessment:**

*Objective 1:* Students will identify present tense verbs.

**Assessment:** The teacher will do a checklist as the students read their poems and tell their verbs to the class.

*Objective 2:* Students will write present tense verbs.

**Assessment:** The teacher will collect the verb tense charts and to see if the student has it correct so far.

**Include Assessments and/or assessment tools**

Checklist

**Supplemental Activities:**

The students will draw a picture for one of their –ing verb in their poem.

**Reflection: Make certain that you fully answer each question. A “no” or “yes” does not adequately demonstrate a reflective nature.**

Comment on whether or not students met the lesson objectives.

What went as planned? What went well? Why?

What did not go as planned? What did not go well? Why?

Were there any unexpected occurrences? If so, describe them.

What will you do differently the next time?

By implementing this lesson, what new insights about your own teaching did you learn?Verb Tenses Chart:

|  |  |  |  |
| --- | --- | --- | --- |
| **Verb** | **Present Tense** |  |  |
| **Jump** | **Jumping**  Daisy is jumping rope outside. |  |  |
| **Skip** | **Skipping**  Jane is skipping through the park. |  |  |
| **Walk** | **Walking**  Mary and Sarah are walking hand and hand together. |  |  |
| **Point** | **Pointing**  The teacher is pointing at the US on the map. |  |  |
| **Kick** | **Kicking**  John is kicking a ball with his friend Mike. |  |  |
| **Wave** | **Waving**  Ron and Harry are waving at each other across the room. |  |  |
| **Blink** | **Blinking**  Kevin is blinking dust out of his eye. |  |  |

**Cinquain Poem**

Formula

Line 1: one word, subject of poem

Line 2: two words, description of subject (adjectives)

Line 3: three words, participles (-ing verbs), actions

Line 4: four words, simile describing feelings about subject

Line 5: one word, synonym for subject

Ex:

Feather

Purple, unpredictable

Wiggling, wobbling, plummeting

Wild as an angry bumblebee

Plume

Knights

Armour ,shields

Fighting, charging, slaughtering

Worried, delighted, brave, fearsome

Crusaders

Spaghetti

Messy, spicy

Slurping, sliding, falling

Between my plate and mouth

Delicious

Student Checklist

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Students | Present Tense | Students | Present  Tense | Students | Present Tense | Student | Present  Tense |
| 1 |  | 7 |  | 13 |  | 19 |  |
| 2 |  | 8 |  | 14 |  | 20 |  |
| 3 |  | 9 |  | 15 |  | 21 |  |
| 4 |  | 10 |  | 16 |  | 22 |  |
| 5 |  | 11 |  | 17 |  | 23 |  |
| 6 |  | 12 |  | 18 |  |  |  |

**Date of Lesson**: April 16, 2012

**Grade Level:** 3

**Subject:** Past Tense Verbs

**Number of Students:** 23

**Major Content:** Language Arts

**Unit Title:** Tensing up about Verbs

**Lesson Plan Two**

**Lesson Goal:** Students will admire the use of past tense verbs in literature.

**Objectives: (Objectives can be measured.)**

1. Students will identify past tense verbs.

2. Students will write past tense verbs.

**Common Core Standards for Language Arts:**

Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.

**Language Arts Standards:**

**SPI 0301.1.2** Identify the correct use of verbs (i.e. present, past, and future tense) within

context.

􀀳 **0301.8.7** Read and review various literary genres (e.g., short stories, fairy tales, folktales,

poetry, plays, and nonfiction).

**Required Prior Knowledge/Skills:**

Students understand what a verb looks like in a sentence.

Students understand present tense verbs.

**Connection to Real Life:** Developing the skill to use the proper verb tense when they are talking to family and friends.

**Bloom’s Taxonomy -**

Analysis- when the students make their charts.

Applying- when the students are looking for past tense verbs in the story.

**Multiple Intelligences –**

Interpersonal- when highlighting past tense verbs from story students may interact and talk with each other.

**Provisions for Individual Differences:**

* For my visually impaired student, I will have larger font for the song lyrics and for my table.

**Materials:**

Song – “Someone Like You” and 23 lyric sheets

23 sets of charts: Present, Past, and Future Tense Verbs

23 stories

**Time:**

The lesson will begin at 11:45 a.m.

I anticipate that playing song will take 5 minutes.

Talk about the lyrics will take 3 minutes.

Filling out verb tense chart will take 10 minutes.

Read and underline verbs in a short story will take another 10 minutes.

I am allowing 2 minutes for students to turn in papers and get ready if lunch.

I estimate that the lesson will span approximately 30 minutes.

**Set:**

*Attention Getter***:** The teacher will play the song “Someone like You” by Adele as the students get to their seats for Language Arts.

**Procedures:**

1. Teacher will hand out “Someone like You” lyrics and remind the students about how they had talked about present tense verbs yesterday. Teacher would tell the students that they would be talking about past tense verbs. She would say that past tense verbs are verbs that have already happened and usually end in -ed.

**First Step of the Tennessee Instructional Model**

1. Teacher will now display song lyrics on the board. The teacher will then show her students some of the past tense verbs in the song by highlighting them.

**Second Step of the Tennessee Instructional Model**

1. The students will now pull out their verb tense chars that they started the day before. The teacher will start filling out the chart and ask the students to help with the next couple.

**Third Step of the Tennessee Instructional Model**

1. After that the teacher will have the students finish the chart with the teachers help if needed.

**Fourth Step of the Tennessee Instructional Model**

1. Then teacher will hand out “The Tale of the Three Brothers” story and a highlighter to the students and explain to them that they need to read the story and highlight the past tense verbs that there are \_\_ in the story.
2. After about 8 minutes the teacher will tell the students where all the past tense verbs are located in the story.

**Closure (review)**:

Teacher will tell the students to turn in their chart and that their exit ticket for the day would be to write down a past tense verb on a piece of paper with their name on it and turn it in on their way to lunch.

**Assessment:**

*Objective 1:* Students will identify past tense verbs.

**Assessment:** The teacher will do a checklist as the students are highlighting verbs in “The Tale of the Three Brothers”.

*Objective 2:* Students will write past tense verbs.

**Assessment:** The teacher will collect the verb tense charts and to see if the student has it correct so far.

**Include Assessments and/or assessment tools**

Checklist

**Supplemental Activities:**

The students will write a story in past tense and identify the past tense verbs they use.

**Reflection: Make certain that you fully answer each question. A “no” or “yes” does not adequately demonstrate a reflective nature.**

Comment on whether or not students met the lesson objectives.

What went as planned? What went well? Why?

What did not go as planned? What did not go well? Why?

Were there any unexpected occurrences? If so, describe them.

What will you do differently the next time?

By implementing this lesson, what new insights about your own teaching did you learn?

“Someone Like You”

I heard that you're settled down  
That you found a girl and you're married now  
I heard that your dreams came true  
Guess she gave you things I didn't give to you  
  
Old friend, why are you so shy?  
Ain't like you to hold back or hide from the light  
  
I hate to turn up out of the blue, uninvited  
But I couldn't stay away, I couldn't fight it  
I had hoped you'd see my face and that you'd be reminded  
That for me, it isn't over  
  
Never mind, I'll find someone like you  
I wish nothing but the best for you, too  
Don't forget me, I begged, I remember you said  
Sometimes it lasts in love, but sometimes it hurts instead  
Sometimes it lasts in love, but sometimes it hurts instead  
  
You know how the time flies  
Only yesterday was the time of our lives  
We were born and raised in a summer haze  
Bound by the surprise of our glory days  
  
I hate to turn up out of the blue, uninvited  
[ From: http://www.elyrics.net/read/a/adele-lyrics/someone-like-you-lyrics.html ]  
But I couldn't stay away, I couldn't fight it  
I had hoped you'd see my face and that you'd be reminded  
That for me, it isn't over yet  
  
Never mind, I'll find someone like you  
I wish nothing but the best for you, too  
Don't forget me, I begged, I remember you said  
Sometimes it lasts in love, but sometimes it hurts instead, yeah  
  
Nothing compares, no worries or cares  
Regrets and mistakes, they're memories made  
Who would have known how bittersweet this would taste?  
  
Never mind, I'll find someone like you  
I wish nothing but the best for you  
Don't forget me, I begged, I remember you said  
Sometimes it lasts in love, but sometimes it hurts instead  
  
Never mind, I'll find someone like you  
I wish nothing but the best for you, too  
Don't forget me, I begged, I remember you said  
Sometimes it lasts in love, but sometimes it hurts instead  
Sometimes it lasts in love, but sometimes it hurts instead

Verb Tenses Chart:

|  |  |  |  |
| --- | --- | --- | --- |
| **Verb** | **Present Tense** | **Past Tense** |  |
| **Jump** | **Jumping**  Daisy is jumping rope outside. | **Jumped**  Daisy jumped rope outside. |  |
| **Skip** | **Skipping**  Jane is skipping through the park. | **Skipped**  Jane skipped through the park. |  |
| **Walk** | **Walking**  Mary and Sarah are walking hand and hand together. | **Walked**  Mary and Sarah walked hand and hand together. |  |
| **Point** | **Pointing**  The teacher is pointing at the US on the map. | **Pointed**  The teacher pointed at the US on the map. |  |
| **Kick** | **Kicking**  John is kicking a ball with his friend Mike. | **Kicked**  John kicked a ball with his friend Mike. |  |
| **Wave** | **Waving**  Ron and Harry are waving at each other across the room. | **Waved**  Ron and Harry waved at each other across the room. |  |
| **Blink** | **Blinking**  Kevin is blinking dust out of his eye. | Blinked  Kevin blinked dust out of his eye. |  |

“The Tale of the Three Brothers”

“There were once three brothers who were traveling along a lonely, winding road at twilight. In time, the brothers reached a river too deep to wade through and too dangerous to swim across.. However, these brothers were learned in the magical arts, and so they simply waved their wands and made a bridge appear across the treacherous water. They were halfway across it when they found their path blocked by a hooded figure.

And Death spoke to them. He was angry that he had been cheated out of three new victims, for travelers usually drowned in the river. But Death was cunning. He pretended to congratulate the three brothers upon their magic and said that each had earned a prize for having been clever enough to evade him.

So the oldest brother, who was a combative man, asked for a wand more powerful than any in existence: a wand that must always win duels for its owner, a wand worthy of a wizard who had conquered Death! So Death crossed to an elder tree on the banks of the river, fashioned a wand from a branch that hung there, and gave it to the oldest brother.

Then the second brother, who was an arrogant man, decided that he wanted to humiliate Death still further, and asked for the power to recall others from Death. So Death picked up a stone from the riverbank and gave it to the second brother, and told him that the stone would have the power to bring back the dead.

And then Death asked the third and youngest brother what he would like. The youngest brother was the humblest and also the wisest of the brothers, and he did not trust Death. So he asked for something that would enable him to go forth from that place without being followed by Death. And death, most unwillingly, handed over his own Cloak of Invisibility.

Then Death stood aside and allowed the three brothers to continue on their way, and they did so, talking with wonder of the adventure they had had, and admiring Death’s gifts. In due course the brothers separated, each for his own destination.

The first brother traveled on for a week or more, and reaching a distant village, sought out a fellow wizard with whom he had a quarrel. Naturally with the Elder Wand as his weapon, he could not fail to win the duel that followed. Leaving his enemy dead upon the floor, the oldest brother proceeded to an inn, where he boasted loudly of the powerful wand he had snatched from Death himself, and of how it made him invincible.

That very night, another wizard crept upon the oldest brother as he lay, wine-sodden, upon his bed. The thief took the wand and, for good measure, slit the oldest brother’s throat.

And so Death took the first brother for his own.

Meanwhile, the second brother journeyed to his own home, where he lived alone. Here he took out the stone that had the power to recall the dead, and turned it thrice in his hand. To his amazement and his delight, the figure of the girl he had once hoped to marry, before her untimely death, appeared at once before him.

Yet she was sad and cold, separated from him as by a veil. Though she had returned to the mortal world, she did not truly belong there and suffered. Finally the second brother, driven mad with hopeless longing, killed himself so as truly to join her.

And so Death took the second brother for his own.

But though Death searched for the third brother for many years, he was never able to find him. It was only when he had attained a great age that the youngest brother finally took off the Cloak of Invisibility and gave it to his son. And then he greeted Death as an old friend, and went with him gladly, and, equals, they departed this life.”

Student Checklist

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Students | Past Tense | Students | Past  Tense | Students | Past Tense | Student | Past  Tense |
| 1 |  | 6 |  | 13 |  | 19 |  |
| 2 |  | 8 |  | 14 |  | 20 |  |
| 3 |  | 9 |  | 15 |  | 21 |  |
| 4 |  | 10 |  | 16 |  | 22 |  |
| 5 |  | 11 |  | 17 |  | 23 |  |
| 6 |  | 12 |  | 18 |  |  |  |

**Date of Lesson**: April 16, 2012

**Grade Level:** 3

**Subject:** Present Tense Verbs

**Number of Students:** 23

**Major Content:** Language Arts

**Unit Title:** Tensing up about Verbs

**Lesson Plan Three**

**Lesson Goal:** Students will appreciate using verbs when making list.

**Objectives:**

1. Students will identify future tense verbs.

2. Students will write future tense verbs.

**Common Core Standards for Language Arts:**

Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.

**Language Arts Standards:**

**SPI 0301.1.2** Identify the correct use of verbs (i.e. present, past, and future tense) within

context.

􀀳 **0301.2.8** Use rules for conversation and verbal participation.

**Required Prior Knowledge/Skills:**

Students understand what a verb looks like in a sentence.

Students understand present and past tense verbs.

**Connection to Real Life:** Developing the skill to use the proper verb tense when they are talking to family and friends.

**Bloom’s Taxonomy -**

Analysis- when the students make their charts.

Applying- when the students are writing their future statement list.

**Multiple Intelligences –**

Linguistic- when the students are writing their list.

**Provisions for Individual Differences:**

* For my visually impaired student, I will have larger font for my written instructions and for my table.

**Materials:**

23 sets of charts: Present, Past, and Future Tense Verbs

**Time:**

The lesson will begin at 11:35 a.m.

I anticipate that playing the will take 10 minutes.

Talk about the instructions will take 3 minutes.

Filling out verb tense chart will take 10 minutes.

Read and underline verbs in a short story will take another 10 minutes.

5 minutes for the students to play review jeopardy game over the verb tenses.

I am allowing 2 minutes for students to turn in papers and get ready if lunch.

I estimate that the lesson will span approximately 40 minutes.

**Set:**

*Attention Getter***:** The teacher will play a form of Simon Says called “Will Says” with the students.

**Procedures:**

1. Teacher will remind the students about how they have talked about present and past tense verbs for the past couple of days. Teacher would tell the students that they would be talking about future tense verbs. She would say that future tense verbs are verbs that will happen and usually have the word “will” before them.

**First Step of the Tennessee Instructional Model**

1. Teacher will now write some of the instructions used in the game on the board. The teacher will then show her students some of the future tense verbs that the students later performed.

**Second Step of the Tennessee Instructional Model**

1. The students will now pull out their verb tense charts that they have been doing for the last couple of days. The teacher will start filling out future column of the chart and asking the students to help with the next couple.

**Third Step of the Tennessee Instructional Model**

1. After that the teacher will have the students finish the chart with the teachers help if needed.

**Fourth Step of the Tennessee Instructional Model**

1. Then teacher will talk about making a list by using future tense verbs and show her own list she has made for the class. The teacher will then have the students write their own list of future actions either for the year or their life.
2. After about 8 minutes the teacher will have the students read a few things off their list to the class.

**Closure (review)**:

Teacher will tell the students to turn in their chart and that their exit ticket for the day will be to identify the future tense verb for the sentences on the board.

**Assessment:**

*Objective 1:* Students will identify future tense verbs.

**Assessment:** The teacher will do a checklist as the students are reading a few of the items on their future actions list.

*Objective 2:* Students will write future tense verbs.

**Assessment:** The teacher will collect the verb tense charts and to see if the student has it correct so far.

**Include Assessments and/or assessment tools**

Checklist

**Supplemental Activities:**

The students will write “will” statement for a future game of “Will Says” where their statements along with some not “will” statements going into a hat.

**Reflection: Make certain that you fully answer each question. A “no” or “yes” does not adequately demonstrate a reflective nature.**

Comment on whether or not students met the lesson objectives.

What went as planned? What went well? Why?

What did not go as planned? What did not go well? Why?

Were there any unexpected occurrences? If so, describe them.

What will you do differently the next time?

By implementing this lesson, what new insights about your own teaching did you learn?

Verb Tenses Chart:

|  |  |  |  |
| --- | --- | --- | --- |
| **Verb** | **Present Tense** | **Past Tense** | **Future Tense** |
| **Jump** | **Jumping**  Daisy is jumping rope outside. | **Jumped**  Daisy jumped rope outside. | **Will Jump**  Daisy will jump rope outside. |
| **Skip** | **Skipping**  Jane is skipping through the park. | **Skipped**  Jane skipped through the park. | **Will Skip**  Jane will skip through the park. |
| **Walk** | **Walking**  Mary and Sarah are walking hand and hand together. | **Walked**  Mary and Sarah walked hand and hand together. | **Will Walk**  Mary and Sarah will walk hand and hand together. |
| **Point** | **Pointing**  The teacher is pointing at the US on the map. | **Pointed**  The teacher pointed at the US on the map. | **Will Point**  The teacher will point at the US on the map. |
| **Kick** | **Kicking**  John is kicking a ball with his friend Mike. | **Kicked**  John kicked a ball with his friend Mike. | **Will Kick**  John will kick a ball with his friend Mike. |
| **Wave** | **Waving**  Ron and Harry are waving at each other across the room. | **Waved**  Ron and Harry waved at each other across the room. | **Will Wave**  Ron and Harry will wave at each other across the room. |
| **Blink** | **Blinking**  Kevin is blinking dust out of his eye. | **Blinked**  Kevin blinked dust out of his eye. | **Will Blink**  Kevin will blink dust out of his eye. |

Student Checklist

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Students | Future Tense | Students | Future  Tense | Students | Future Tense | Student | Future  Tense |
| 1 |  | 7 |  | 13 |  | 19 |  |
| 2 |  | 8 |  | 14 |  | 20 |  |
| 3 |  | 9 |  | 15 |  | 21 |  |
| 4 |  | 10 |  | 16 |  | 22 |  |
| 5 |  | 11 |  | 17 |  | 23 |  |
| 6 |  | 12 |  | 18 |  |  |  |

Reflection on Aspects of Mini Unit Plan

The material covered by the lesson plan covers the various forms of verb. This includes past, present, and future. The lesson plan has a Common Core Standard that addresses all aspects of the plan. It also incorporates strategy and implementation of the strategy. Finally, it addresses assessment of each student’s knowledge of the topic. Use of the assessment will help in determining the effectiveness of the lesson.

The Common Core Standard that is incorporate in this lesson is to “Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.” The specific aspect of this Common Core Standard addressed is the ability to form and use the simple verb tenses. These lessons cover past, present, and future tenses of the verbs. This Common Core Standard mirrors the Tennessee English Language Arts Standards for third grade. This standard, GLE 0301.1.1, has an expectation to “demonstrate knowledge of Standard English usage, mechanics, and spelling.” As a check for understanding students need to know and appropriately use the forms of verbs, to include past, present, and future tenses. It helps the teacher be more effective when the Common Core Standard and state laws line up so clearly together.

The strategy that is used in the lesson is to do exit ticketing. This method deals with asking the student a question about what was covered by the lesson. Before leaving the classroom the student provides their answer in order to exit the classroom. The advantage of this method is that it is interactive (between the teacher and the student) and provides real time feedback. Another advantage is that it not only provides feedback on what the students have learned, but it also provides feedback on the teacher’s performance in presenting the information. Using this information can help the teacher modify the lesson to improve effectiveness.

There are two assessment techniques included in the lesson plan. The first is completion of a checklist by the teacher as they observe the students during the various tasks. Since the teacher is just observing, there is no pressure put on the student. The point of the checklist is to determine/verify understanding of the information. The second is completion of a chart by the students. This chart has various verbs and the students have to determine what tense the verb is in. The point of the chart, as with the checklist, is a determination of the students understanding of the lesson. Based on the results of the assessments, the teacher can determine weak areas of the lesson plan. Both of these are effective assessment techniques.

Effective implementation of this lesson plan process does result in a good guide for teachers to use in their classroom. While the process of preparing the lesson plans can be very tedious and time consuming, it does serve a purpose. Once it is completed the teacher needs to treat the lesson plan as a living document, which is tweaked to improve it as the exit ticketing and assessments identify potential weaknesses. Overall, the process is a good tool for teachers.